

COLLABORATIVE PLAN AND FUNDING APPLICATION For Special Education Cooperatives

Caveland Educational Support Center
SPECIAL EDUCATION COOPERATIVE

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E-MAIL ADDRESS OF COOPERATIVE

Pam Coe
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1790 Normal Drive
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Bowling Green, KY 42101
CITY

Green River Regional Educational Cooperative
NAME OF FISCAL AGENT

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TELEPHONE OF COOPERATIVE

Liz Storey
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Kentucky Department of Education
Division of Exceptional Children Services
Capital Plaza Tower
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(502) 564-4970
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<http://www.education.ky.gov>

Member Districts:

<u>Allen</u>	<u>Barren</u>	<u>Bowling Green</u>
<u>Butler</u>	<u>Caverna</u>	<u>Cumberland</u>
<u>Edmonson</u>	<u>Glasgow</u>	<u>Green</u>
<u>Hart</u>	<u>Logan</u>	<u>Metcalfe</u>
<u>Monroe</u>	<u>Russellville</u>	<u>Simpson</u>
<u>Todd</u>	<u>Warren</u>	

Federal Fiscal Year 2007
School Year 2006-2008

COLLABORATIVE PLAN AND FUNDING APPLICATION for Special Education Cooperatives

Instructions for Submitting

The completion of the collaborative planning process at the regional level results in the development of the regional plan and funding application for Special Education Cooperatives which is submitted to the Kentucky Department of Education, postmarked no later than May 31, 2006.

Compliance to general and specific program assurances is the responsibility of the governing board of the Special Education Cooperatives. The Assurance Certification, page 4, is the signed statement that assures all legal requirements are met in accordance with federal and state laws and regulations which define specific program activities and expenditure of funds described in this application.

The Cooperative's board chair and fiscal agent administrator must sign the Assurance Certification, page 4, authorizing the fiscal agent to accept funds and conduct programs that support regional goals, operations, and the priority needs of the districts within the Special Education Cooperative area. A copy of the minutes authorizing the submission of the *Special Education Collaborative Plan and Funding Application* must be maintained on file in the office of the director of the cooperative.

Eligibility Criteria to Apply

Cooperatives must:

- Operate as a nonprofit agency which may operate under an inter-local agreement;
- Establish a governing board of directors made up of member districts' superintendents or designees, and designated as the decision-making body;
- Assign a director for the cooperatives;
- Identify a fiscal agent to receive, hold and disburse the cooperatives' funds; and
- Adopt policies and procedures related to organizational structure and function, operation, administration and supervision, use of funds, reporting, and annual program evaluation.

Criteria to Receive Funds

Cooperatives use State Share Restricted Funds for the following:

- Administrative costs;
- Providing professional development and training based on the identified needs after an analysis of the available data;
- Providing technical assistance in such areas as monitoring, complaint investigation, child evaluation, due process, needs assessment, and program development;
- Implementing statewide, regional and local initiatives;
- Networking and distributing information;

- Coordinating services and resources; and
- Providing services that are more feasible and cost effective if provided on a regional basis.

General Functions of Cooperatives

A Special Education Cooperative shall provide training and technical assistance in the statewide priorities established by the Kentucky Department of Education:

- Assist planning and implementation of professional development, with technical assistance follow-up;
- Assist member districts with self-study, monitoring visits, and corrective action plans;
- Address needs of locally underserved populations;
- Identify regional needs and facilitate plans to address those needs;
- Cooperate and collaborate with other groups and agencies;
- Serve as liaison and disseminate information to Local Education Agencies from Kentucky Department of Education and other agencies;
- Address regional needs which cannot be met through local resources alone;
- Build local and regional capacity through pooling of resources;
- Coordinate delivery of related and support services; and
- Support and expand research-based practices and initiatives.

Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the ***Cooperative Policies and Procedures Manual***. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement. I further acknowledge this application is developed for a two years period, however, approval is for one year and contingent upon the budgetary allocation of Part B funds each of the two years from the Individuals with Disabilities Education Act (IDEA).

**Caveland Educational Support Center
Special Education Cooperative**

Fiscal Agent Administrator

Date

**Chair
Governing Board of Directors**

Date

Assurances for Special Education Cooperatives

1. The Cooperative will administer the project in accordance with all applicable statutes, regulations, policies and procedures, and the Cooperatives' *Collaborative Plan and Funding Application*.
2. Before the Cooperative's *Collaborative Plan and Funding Application* is submitted, the Cooperative affords a reasonable opportunity for public comment on the plan and has considered such comment.
3. The Cooperative will coordinate and collaborate with other agencies providing services including health and social services.
4. The Cooperative will cooperate in carrying out any evaluation of the Cooperative conducted by or for the Kentucky Department of Education (KDE), or the U. S. Department of Education (USDE).
5. The Cooperative will:
 - provide timely program reports to the KDE on activities and expenditures, including reports requested by the USDE; and
 - maintain records, provide information, and afford access to the records as the KDE or the USDE may find necessary to carry out their responsibilities.
6. The Cooperative assures that a comprehensive needs assessment was conducted prior to completing the *Collaborative Plan and Funding Application* to determine the services that the Cooperative will provide to its member districts.
7. The Cooperative will comply with the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, and the *Age Discrimination Act*, prohibiting discrimination on the basis of race, color, national origin, sex, handicap, or age.
8. The Cooperative assures that it will provide equitable access to and equitable participation in the project by addressing the special needs of students, teachers, and other project beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age.
9. The Cooperative will comply with the *Single Audit Act*.
10. The Cooperative has control of Individuals with Disabilities Education Act, Part B (IDEA-B) funds received and holds title to property acquired with the funds. The Cooperative will administer the funds and property as required by IDEA-B and for the purpose for which they are granted. The Cooperative retains control in the event of contractual arrangements made with other parties.

11. The Cooperative will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for IDEA-B funds paid to the Cooperative.
12. The Cooperative assures that an indirect cost of no more than 8.0% may be charged as funds are expended (and not as a lump sum when funds are received) on day-to-day administrative non-direct needs of the cooperative and other activities at the discretion of the fiscal agent.
13. The Cooperative assures that the indirect funds are treated as local funds to pay non-direct costs associated with the program such as accumulated leave balances of employees who are retiring or otherwise leaving employment with the cooperative. The Cooperative assures a written agreement is in place with the fiscal agent that ensures the fiscal agent will be responsible for paying departing employees all accumulated leave balances and severance pay without charging the cooperative's budget.
14. The Cooperative assures that:
 - no federal appropriated funds have been paid, or are paid by or on behalf of the Cooperative to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with making any federal grant, for entering into any cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
 - if any funds other than federal appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant, the director shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure;
 - the director shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.
15. Federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization representing the interests of the Cooperative or its employees or any affiliate of such organization.
16. The Cooperative will maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement.
17. Any plan, budget, evaluation, periodic program plan, or report relating to the cooperative is made readily available to the general public for the purpose of public inspection. The Cooperative will comply with the *Stevens Amendment* on open records.
18. The Cooperative will comply with the *Debarment, Suspension, and other Responsibility* regulation.
19. The Cooperative will comply with the Americans with Disabilities Act of 1990 (ADA).

20. The Cooperative will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

21. The expenditures of IDEA-B funds for services and goods are made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in Kentucky Administrative Regulation 707 KAR Chapter 1.

Executive Summary

- I. MISSION STATEMENT:** Kentucky's Special Education Cooperatives will enhance the education opportunities and outcomes of students by providing effective leadership and delivering specialized services in partnership with the Kentucky Department of Education, local school districts, institutes of higher education and other service providers.

II. PROCESS OF DEVELOPING THE COLLABORATIVE PLAN FOR SPECIAL EDUCATION COOPERATIVES

- A. How were planning and needs assessment teams organized?

All Caveland staff served as one team. A second team was comprised of members of the Advisory Council of the cooperative. In both cases, the entire group served as the planning and needs assessment team rather than subcommittees so that all members had equal input. In addition, input was received from general education staff of the Green River Regional Educational Cooperative.

- B. Who served on planning and needs assessment teams and the groups they represented?

The Caveland staff team included consultants, administrative assistant, and staff of the Green River Regional Educational Cooperative representing general education. The Advisory Council team includes the Directors of Special Education of the 17 school districts served by the cooperative, the director of the Regional Training Center, representatives from Western Kentucky University, retired special education administrators, KSD Outreach staff, area Gap Coordinator and District Support Facilitators.

- C. What data sources were analyzed to determine the needs of the participating districts?

Data sources included: Kentucky Performance Reports, No Child Left Behind Reports, Kentucky Continuous Monitoring Process documents, Kentucky Continuous Monitoring Process Regional Reports, Successful Transition Data, State Performance Plan data, December 1 child count data. In addition, each Director of Special Education was asked to provide input from their Comprehensive District Improvement Planning Process.

- D. How were goals and activities prioritized and decided?

For each of the eight indicators, data were reviewed and a discussion was held regarding the root causes or contributing factors to the current performance in the region. Activities were suggested to address concerns. In several cases, it was determined that further information was needed to be very prescriptive about approaches to a certain indicator. In those circumstances, gathering that data was included as an additional activity. In all planning meetings, an effort was made to keep the focus on the outcomes for each indicator. The test was, "Will this activity have a likelihood of achieving an improvement in the outcome specified in this indicator?". Several current activities were eliminated or modified in order to allow staff to focus more directly on the outcomes for each indicator.

- E. How will this plan achieve positive outcomes for students with disabilities?

Long term outcomes include: increase in graduation rate, decrease in drop out rate, increase in achievement, decrease in suspension rate, maintenance of high rates of parent involvement, establishment of baseline data for

disproportionality, increase in successful transition rates, and increased compliance with federal and state regulations.

F. What process was used for internal review of the plan?

The plan was reviewed by the Advisory Council and Caveland staff. Superintendents of Green River Regional Educational Cooperative were also given opportunity to review the plan and make suggestions. In addition, regular input will be gathered from various stakeholder groups including parents, Emergency and Probationary Teachers, the Regional Capacity Building Teams (Autism, Assistive Technology, Behavior, and Transition), and professional development participants.

G. How will collaborative planning be continued in the future?

The Advisory Council will continue to meet monthly and will review cooperative activities. Regular feedback will be sought from the Regional Capacity Building teams as well as parent groups.

III. COMMUNICATION PLAN

- A. How will the cooperative's activities and other important information be shared with member districts and partners? Address how information will be disseminated regarding special education practices.

A major communication tool is the Caveland website. Current activities, upcoming events, and other helpful information regarding special education practices are posted there. In addition, the website is used for feedback as several online surveys are posted on the site. Directors of Special Education meet monthly. They receive reports on previous month's activities as well as the upcoming schedule. Superintendents also receive a written report of monthly activities at their regular monthly board meeting.

- B. How was public comment secured? Indicate the newspaper(s), TV station(s), radio station(s), and other means.

Park City Daily News, Caveland website

- C. What responses were made to any comments received?

No responses were received.

- D. What time period was the application made available for public review and comments? The time period must be at least two weeks.

Beginning date May 4, 2006 Ending date: May 30, 2006

- E. What date(s) were the participating districts notified of the availability of this application for review and comment? The date(s) must be prior to the public review period indicated above.

April 28, 2006

- F. How will input continue to be gathered from member districts and partners?

- Monthly meetings of the Advisory Council
- Monthly meetings of the Continuous Improvement Committee
- Surveys of stakeholders

Special Education Cooperative Action Component

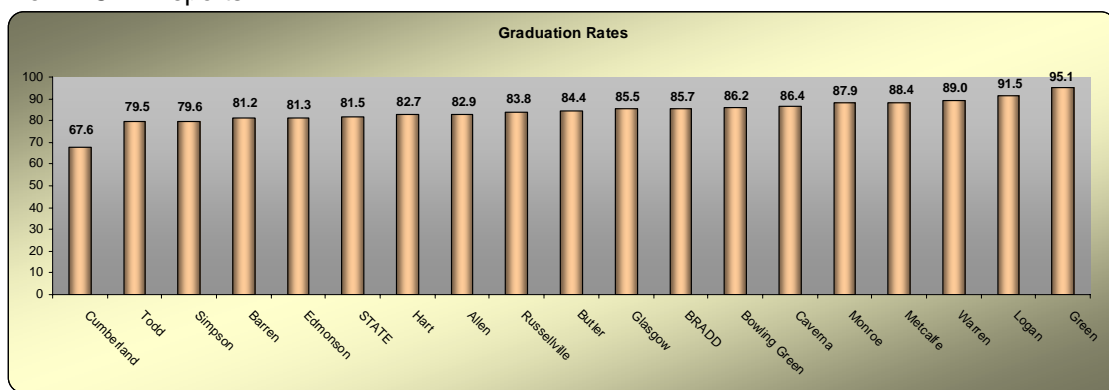
Indicator A	(SPP 1, p. 6) Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.
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Performance Data				
<u>Diploma</u> Diploma + Certificate + Drop Out + Died + Aged Out				
Year	State Data	State Target	Regional Data	Regional Target
04-05	<u>Graduation Rates</u> All Youth 81.29% Students with Disabilities 57.53%	Students with Disabilities	<u>Graduation Rates</u> All Youth ____% Students with Disabilities ____%	Students with Disabilities
05-06		62.1%		
06-07		66.7%		
07-08		71.3%		
08-09		75.9%		
09-10		80.5%		
10-11		85.1%		

Additional Data and/or Explanations:

District	Grad Rate
Cumberland	67.57
Todd	79.49
Simpson	79.56
Barren	81.23
Edmonson	81.34
STATE	81.53
Hart	82.70
Allen	82.87
Russellville	83.75
Butler	84.42
Glasgow	85.51
BRADD	85.74
Bowling Green	86.15
Caverna	86.36
Monroe	87.94
Metcalfe	88.39
Warren	89.00
Logan	91.48
Green	95.12

From NCLB Reports:



Twelve of 17 Caveland districts have graduation rates above the state average. Only one of 17 districts did not meet NCLB standards for AYP for graduation rate. Data are currently not available for students with disabilities but, based on drop out and other data, it is expected that rates for students with disabilities are lower than rates for all students. Further, after discussion about causative factors, it is felt that activities that relate to appropriate transition planning would have the greatest impact on improving graduation rates. Therefore, activities will focus on training for teachers that will lead to helping students see meaningful purpose in remaining in school through graduation. It is also believed that curriculum and instruction issues have an impact on graduation rates. Activities related to curriculum and instruction will be listed in Indicator C.

Strategies/Activities	Responsible Person(s)	Timelines
Administrative Support 1. Provide Directors of Special Education with data related to graduation rates including those for students with disabilities. 2. Continue to investigate root causes of regional graduation rates. Professional Development/Technical Assistance 3. Provide transition training on student-led IEPs and assistive technology 4. Review collaboration training to add references to graduation rate. Networking/Collaborating 5. Provide School Psychologists' regional group with graduation rate data and continue to schedule speakers to address identified issues. 6. Partner with KDE and Coop Network to gather and share information about schools with high graduation rates. Areas to investigate may include: <ul style="list-style-type: none"> • Age at which students are able to access the vocational school • Coop programs at the high school such as agriculture, childcare, etc. • Use of appropriate assistive technology • Community based work transition programs 7. Partner with KDE and Coop Network to develop interdisciplinary courses with math as a priority	Pam Coe	9/06
	Pam Coe	4/07
	LeAnn Marksberry Paula Borland Betsy Flener Donna Link	Ongoing
	Shea Rogers Liz Brewer	9/06
	Deb Myers	12/06
	Pam Coe LeAnn Marksberry Paula Borland	5/07
	Liz	5/07
Report of Progress		

Special Education Cooperative Action Component

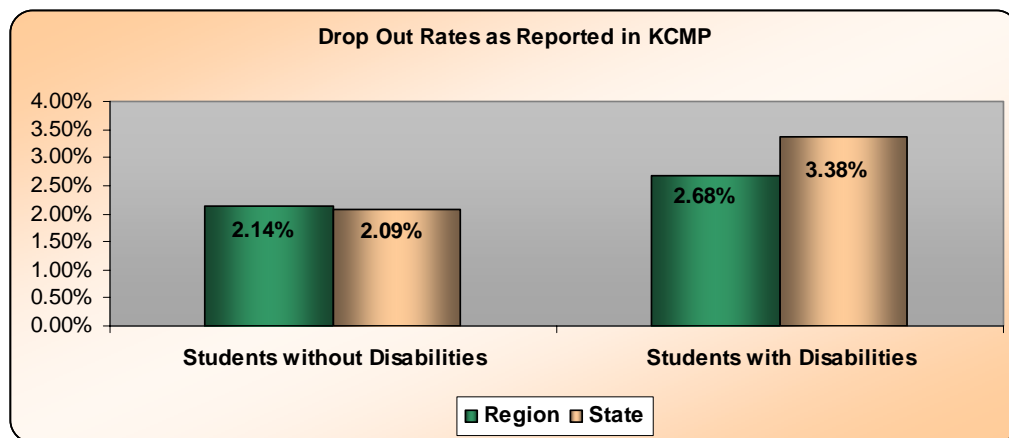
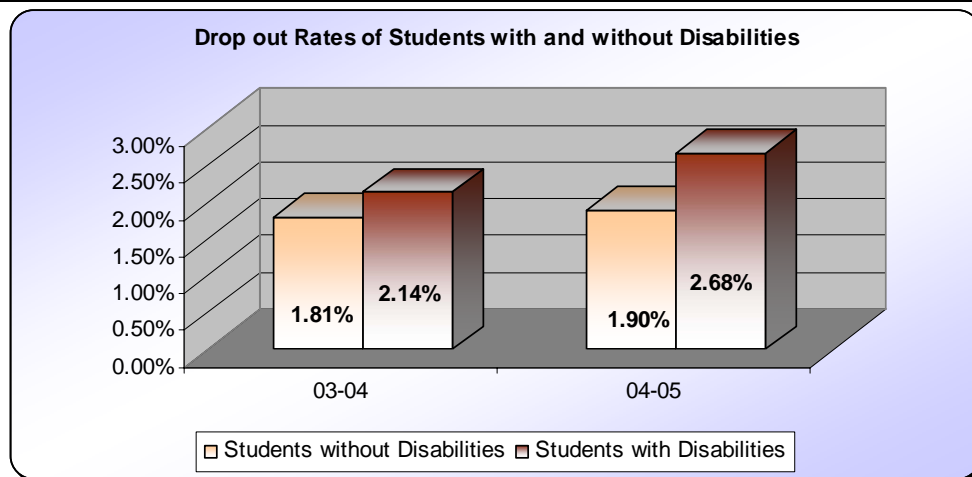
Indicator B	(SPP 2, p. 19) Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
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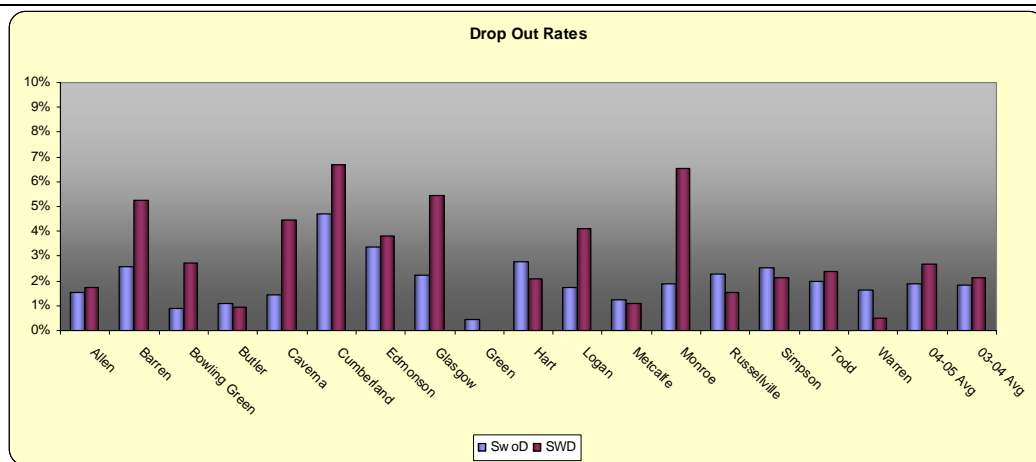
Performance Data

Drop Out
Diploma + Certificate + Drop Out + Died + Aged Out

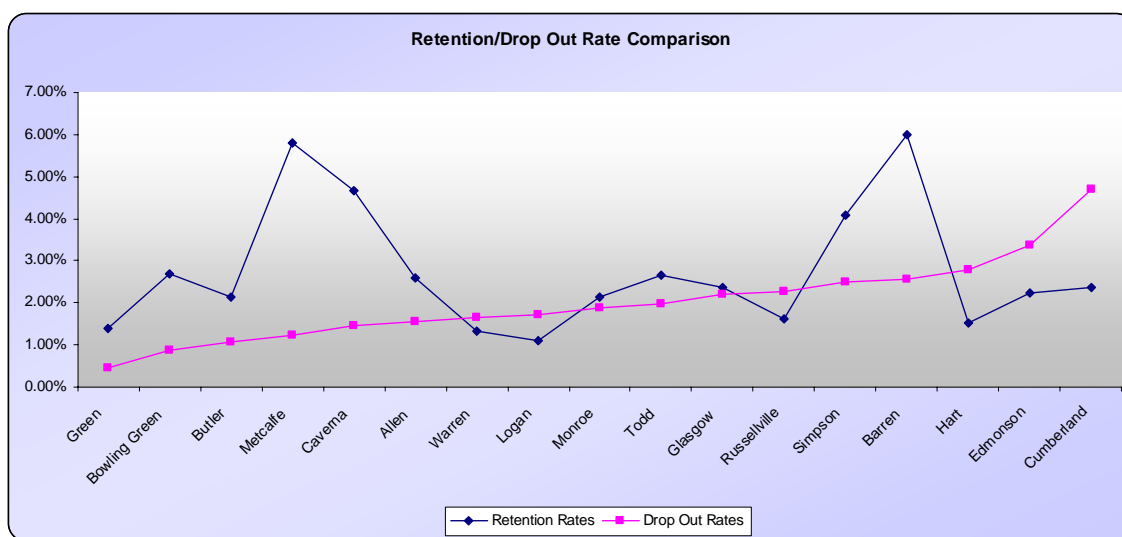
Year	State Data	State Target	Regional Data	Regional Target
04-05	<u>Dropout Rate</u> All Youth 2.20% Students with Disabilities 12.06%	Students with Disabilities	<u>Dropout Rate</u> All Youth ____ Students with Disabilities ____%	Students with Disabilities
05-06		11.06%		
06-07		10.06%		
07-08		9.06%		
08-09		8.06%		
09-10		7.06%		
10-11		6.06%		

Additional Data and/or Explanations:





Regionally, there has been an increase in drop out rate in the past year. However, the rate for students with disabilities is lower in the region than for the state. When analyzing data district by district, it appears that 7 of 17 districts have drop out rates significantly higher for students with disabilities than for those without disabilities. One hypothesis about a cause of dropping out for students with disabilities is retention one or more years during their school career. However, when comparing retention rates to drop out rates in this region, there does not appear to be a correlation. Further research may be needed.



Strategies/Activities	Responsible Person(s)	Timelines
Administrative Support <ol style="list-style-type: none"> Gather and share information about drop out prevention programs. Continue to investigate root causes of regional drop out rates. 	LeAnn Marksberry Pam Coe Pam Coe	12/06 4/07
Professional Development/Technical Assistance <ol style="list-style-type: none"> Provide consultation for students with disabilities at risk for dropping out. 	LeAnn Marksberry	Ongoing
Networking/Collaborating <ol style="list-style-type: none"> Coordinate with GRREC regarding drop out activities (i.e. Smaller Learning Communities Project) 	Pam Coe LeAnn Marksberry	Ongoing

5. Collaborate with state wide transition consultants regarding drop out prevention strategies.	LeAnn Marksberry	Ongoing
6. Collaborate with Directors of Pupil Personnel and/or Director of Student Assistance	LeAnn Marksberry	Ongoing
7. Collaborate with the KDE and Coop Network to identify the correlation of drop out rate to components such as: <ul style="list-style-type: none"> a. Freshman academies b. Block schedules c. Vocational programs d. Programs for flagging truant students beginning at the elementary level e. Existence and quality of behavior plans f. IEP accommodations and modifications g. Disability Categories h. Retention Rates i. Home Schooling 	LeAnn Marksberry Pam Coe	5/07
Report of Progress		

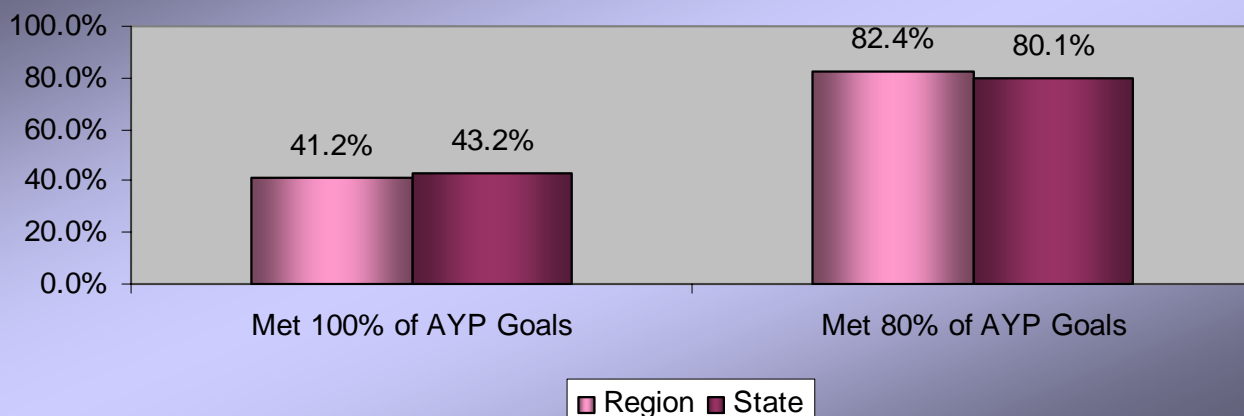
Special Education Cooperative Action Component

Indicator C	<p>(SPP 3, p.26) Participation and performance of children with disabilities on statewide assessment:</p> <ul style="list-style-type: none"> • Percent of districts meeting the State's AYP objectives for progress for disability subgroup. • Proficiency rate for children with IEPs against grade level standards and alternative achievement standards.
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Performance Data

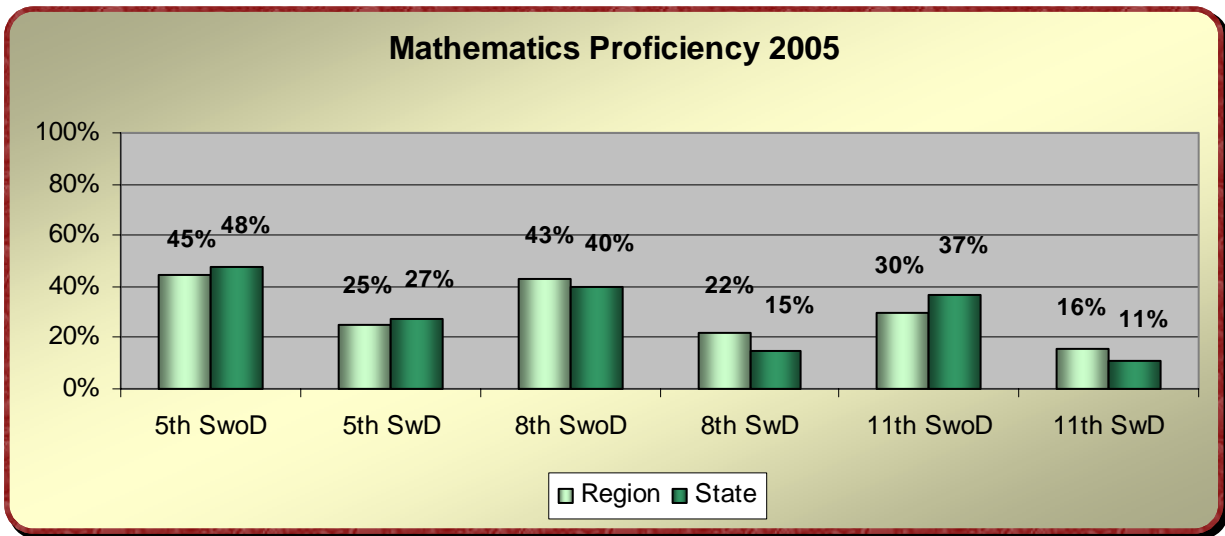
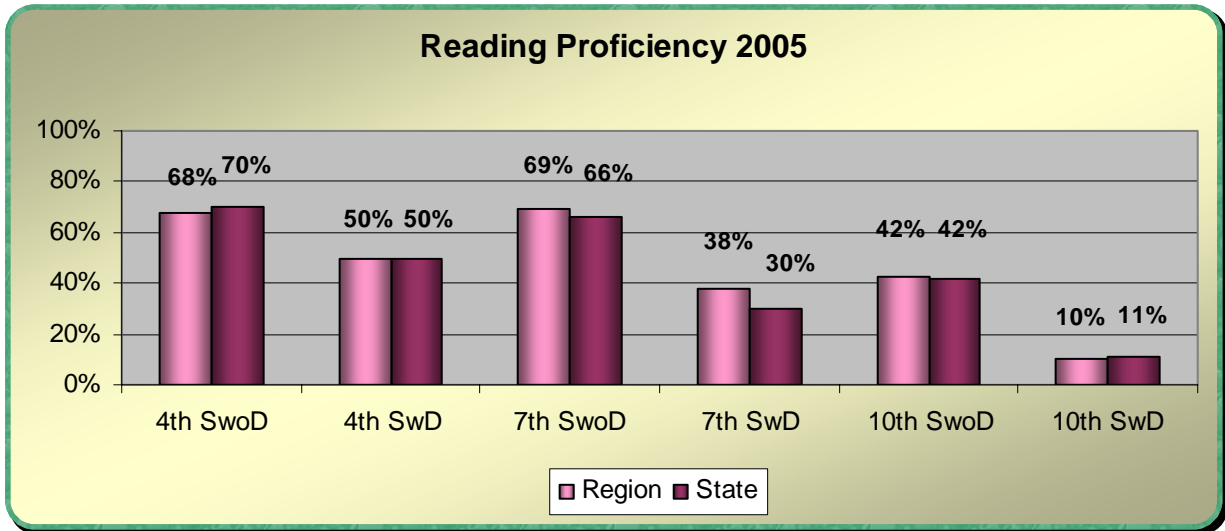
Year	State Data	State Target	Regional Data	Regional Target
04-05	<p>76 of 176 school districts (43.2%) met 100% of their AYP goals.</p> <p>141 of 176 school districts (80.1%) met 80% or more of their AYP goals.</p> <p>_____ school districts met AYP objectives for progress for disability subgroup.</p>		<p>7/17 school districts (41.2%) met 100% of their AYP goals.</p> <p>14/17 school districts (82.4%) met 80% of their AYP goals.</p> <p>11/17 school districts (64.7%) met AYP objectives for progress of disability subgroup.</p> <p>7/11 school districts (41.2%) met AYP objectives for progress in reading for the disability sub group. Six districts were n/a due to low numbers.</p> <p>5/11 school districts (29.4%) met AYP objectives for progress in reading for the disability sub group. Six districts were n/a due to low numbers.</p>	

Percent of Districts Meeting AYP Goals



05-06		31%		
06-07		45%		
07-08		50%		
08-09		73%		
09-10		87%		
10-11		100%		

Year	State Data	State Target	Regional Data	Regional Target
04-05	Reading			
		4 th	7 th	10 th
	SwoD	70%	66%	42%
	SwD	50%	30%	11%
	Mathematics			
		5 th	8 th	11 th
	SwoD	48%	40%	37%
	SwD	27%	15%	11%

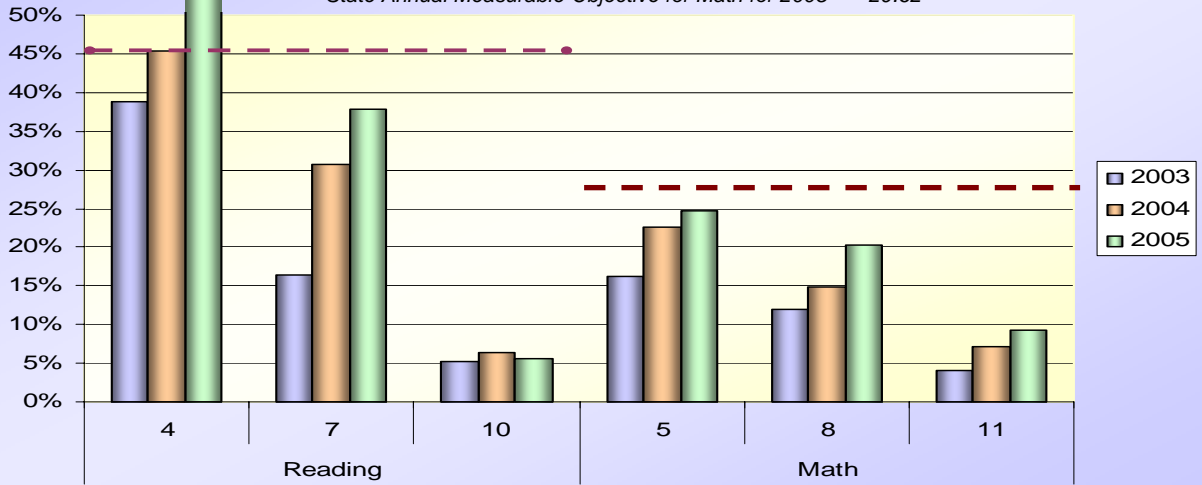


05-06		50%		
06-07		55%		
07-08		60%		
08-09		65%		
09-10		70%		
10-11		75%		

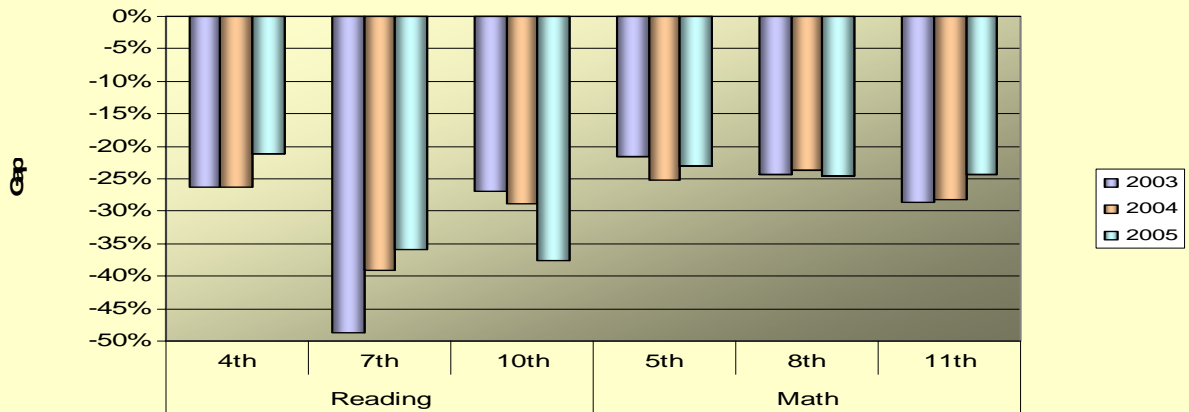
Additional Data and/or Explanations:

Percent of Students with Disabilities Scoring Proficient or Distinguished

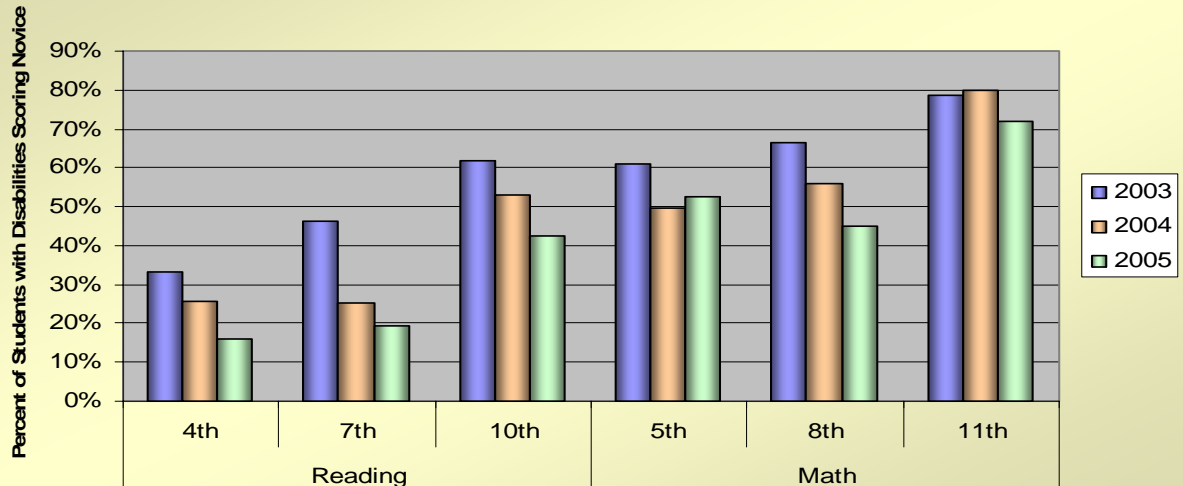
State Annual Measurable Objective for Reading for 2005 45.21
State Annual Measurable Objective for Math for 2005 29.62

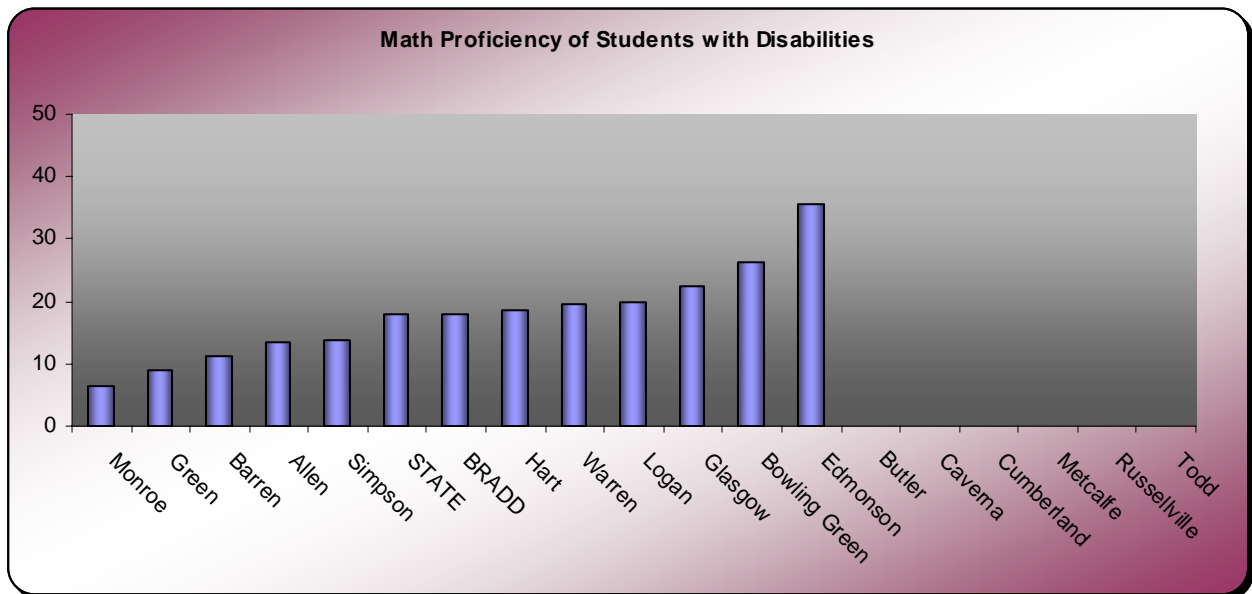
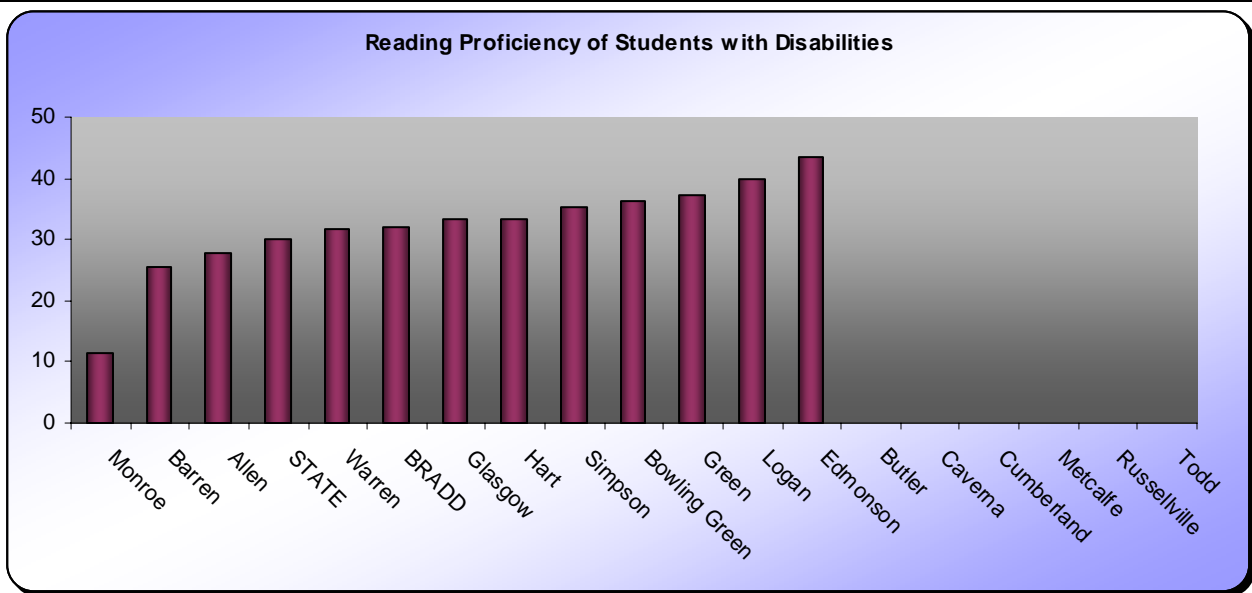


Achievement Gap between Students with and without Disabilities



Novice Reduction for Students with Disabilities





Analysis of achievement data in the region leads to several conclusions. First, proficiency rates for both students with and without disabilities decrease considerably at the high school level in both reading and math. The gap between students with and without disabilities is closing in most areas however, a concern is the widening gap at the high school level in reading. That clearly needs to be an area of focus for our region. There has been a steady decrease in percent of students scoring novice over the past three years in all subject areas except math at the 5th grade level where there was a slight increase this year. Math proficiency among students with disabilities is very low (under 30% at all grade levels). While this is close to or above the state rates, it is still an area of concern. When further investigating differences between districts, it is found that three districts fall below the state average in both reading and math and two others are below the state average in math. Six districts had too few students to report data and more information related to performance of students with disabilities is needed for them. Further review of data is needed on differences between scores on portfolios versus on-demand writing scores in order to guide work on improvement of writing skills. In addition, there is no data readily available about the performance of students in alternate portfolios.

Strategies/Activities	Responsible Person(s)	Timelines
Administrative Support		
1. Provide districts with more in-depth data analysis in the areas of math & reading at the elementary, middle school and high school levels (e.g. Data Day, Student Data Tool for schools with low numbers.)	All	5/07
2. Investigate Aimsweb and provide assistance for implementing it within the region.	Deb Myers Liz Brewer Donna Link	12/06
3. For low-performing districts: <ul style="list-style-type: none"> • Meet with DoSE and Superintendent to review data • Develop a district plan for Caveland support to address root causes of low academic performance for students with disabilities • Collect any needed additional data • Implement district plan • Evaluate effectiveness 	All	10/06
4. Disseminate information on research-based programs and strategies	All	Ongoing
5. Continue to investigate root causes of regional academic performance.	Pam Coe	2/07
<u>Literacy</u>		
6. Assist with local literacy plans	Donna Link	Ongoing
7. Analyze regional data regarding portfolio versus on-demand writing scores and share with district administrators.	Donna Link	12/06
<u>Mathematics</u>		
8. Stay abreast of state level initiatives and grant opportunities for mathematics and share information with districts.	Liz Brewer	Ongoing
Professional Development/Technical Assistance		
9. Provide training and technical assistance for: <ul style="list-style-type: none"> • Collaboration • Assistive technology. • Analyzing student work and making instructional decisions. • Utilizing diagnostic tools and processes such as GRADE, GMADE, DIBELS, running records, discrete trial teaching, progress monitoring, etc. • Identifying and implementing appropriate accommodations/Modifications training 	All	Ongoing
10. Caveland staff will increase their knowledge about determination of scientifically-based research	All	10/06
<u>Literacy</u>		
11. Provide training and technical assistance in the following: <ul style="list-style-type: none"> • Literacy strategies for secondary teachers. 	Donna Link	Ongoing

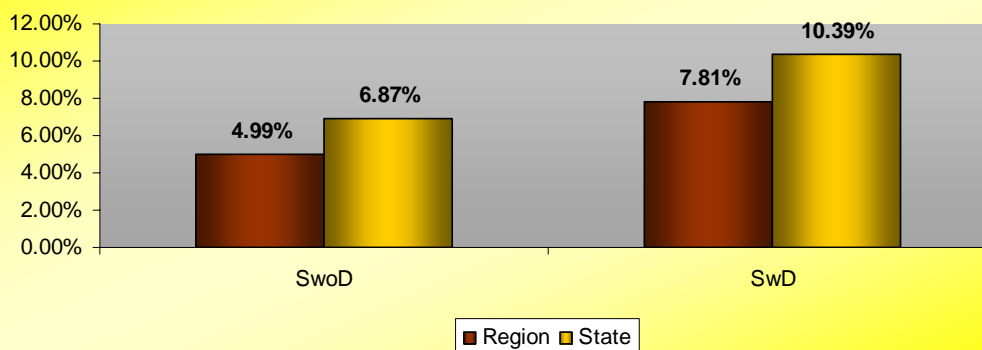
Special Education Cooperative Action Component

Indicator D	<p>(SPP 4, p.34) Rates of suspension and expulsion</p> <ul style="list-style-type: none"> Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and Suspension rates for students with disabilities are comparable to suspension rates of students without disabilities
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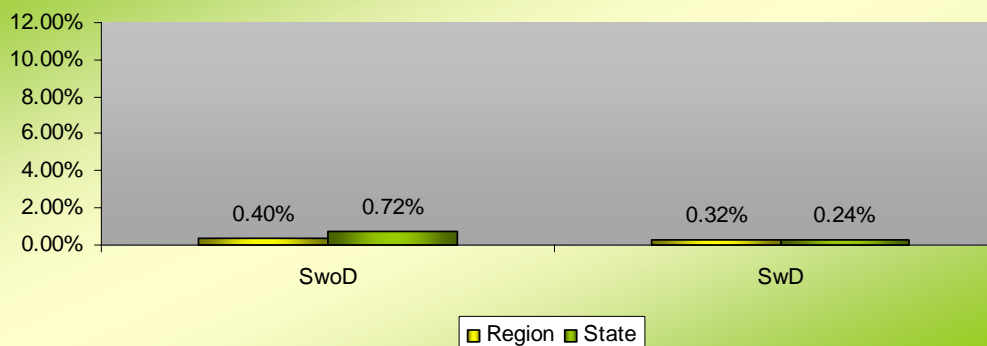
Performance Data

Year	State Data	State Target	Regional Data	Regional Target
04-05	<p>58.43% of Districts have a significant discrepancy in the rates of suspensions and expulsions of SWD</p> <p><u>Rates of Suspensions over 10 Days</u></p> <p>Students without Disabilities .72%</p> <p>Students with Disabilities .48%</p>		<p><u>0%</u> of Districts have a significant discrepancy in the rates of suspensions and expulsions of SWD</p> <p><u>Rates of Suspensions over 10 Days</u></p> <p>Students without Disabilities .40%</p> <p>Students with Disabilities .32%</p>	

Rates for Suspensions as Reported in KCMP

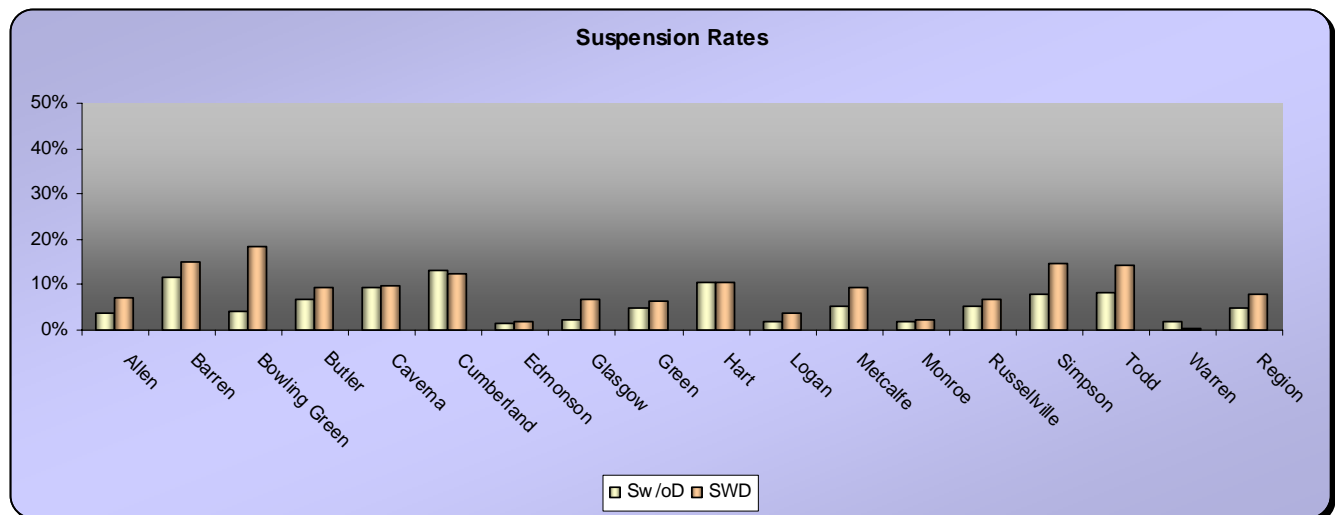
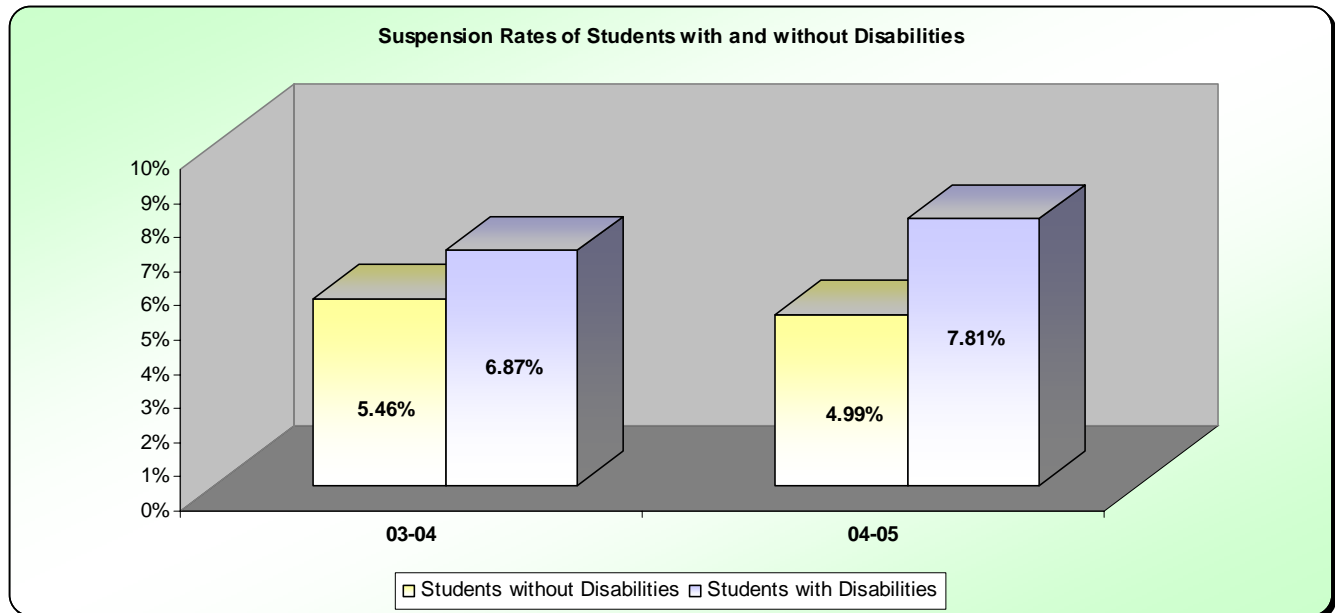


Rates for Suspensions over 10 Days



05-06		48.31%		
06-07		38.20%		
07-08		28.09%		
08-09		17.98%		
09-10		8.99%		
10-11		0%		

Additional Data and/or Explanations:



While suspension rates of students without disabilities declined in the region in the past year, rates for students with disabilities increased. Fifteen of 17 districts have suspension rates of students with disabilities higher than their non-disabled peers. Several districts have reported that they believe their increase in suspension rates is due to new administrators. Although several schools are involved with KCID, we are unaware of whether that work has an impact on suspension rates. Further data collection would be helpful.

Strategies/Activities	Responsible Person(s)	Timelines
Administrative Support 1. Investigate alternatives to suspension options and share with districts.	Shea Rogers Pam Coe	3/07

2. Compare suspension rate data to KCID involvement (by school) and also to presence of an alternative school in the district.	Shea Rogers Pam Coe	3/07
3. Identify which districts have proactive flagging systems and interventions to give support to students prior to being suspended.	Shea Rogers Pam Coe	11/06
4. Continue to investigate root causes for regional suspension rates.	Pam Coe	10/06
Professional Development/Technical Assistance		
5. Provide training and technical assistance on the following: <ul style="list-style-type: none"> • Conducting functional behavior assessments and developing and implementing behavior support plans. • Effective alternatives to suspension • Effective interventions for low socioeconomic students (e.g. Ruby Payne) • Interventions for students with intensive behavioral needs (e.g. Mandt) • Applied Behavior Analysis • Classroom Management 	Shea Rogers Deb Myers LeAnn Marksberry	Ongoing
Networking/Collaborating		
6. Provide support for the regional Behavior Support Team	Shea Rogers	Ongoing
7. Collaborate with the Kentucky Center for Instructional Discipline	Shea Rogers	Ongoing
8. Attend meetings of the Regional Interagency Council representing districts in the Barren River Area Development District.	Shea Rogers	Ongoing
9. Support an annual meeting of the Barren River Community Partners	Pam Coe Shea Rogers	10/06
Report of Progress		

Special Education Cooperative Action Component

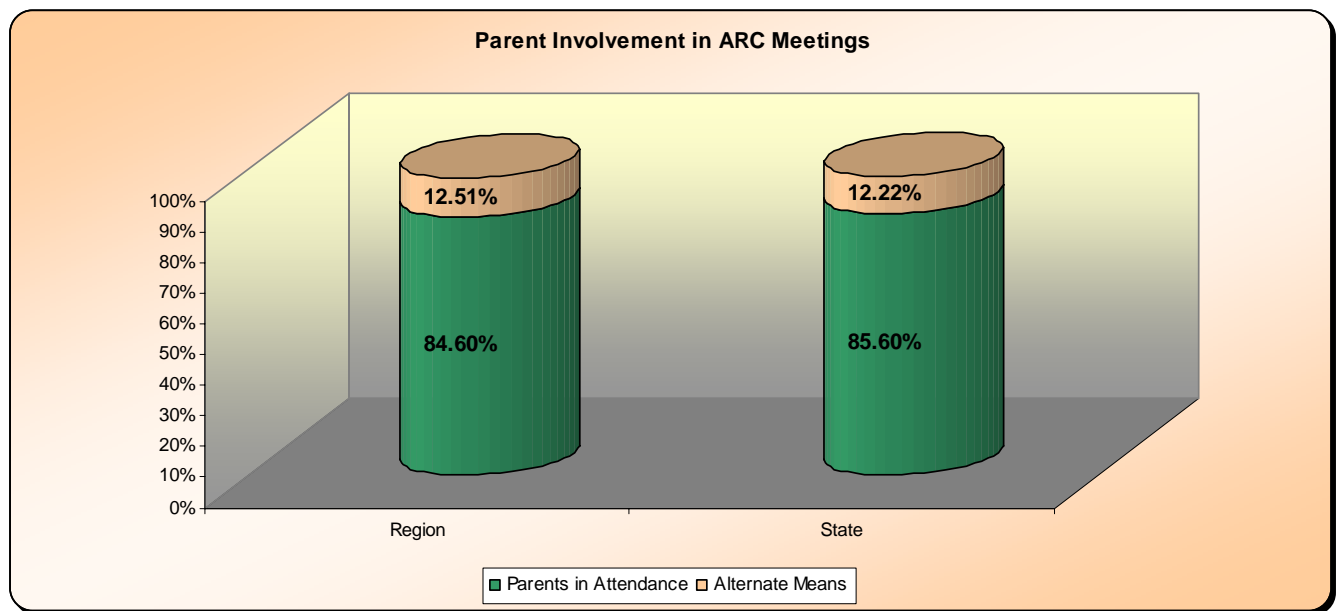
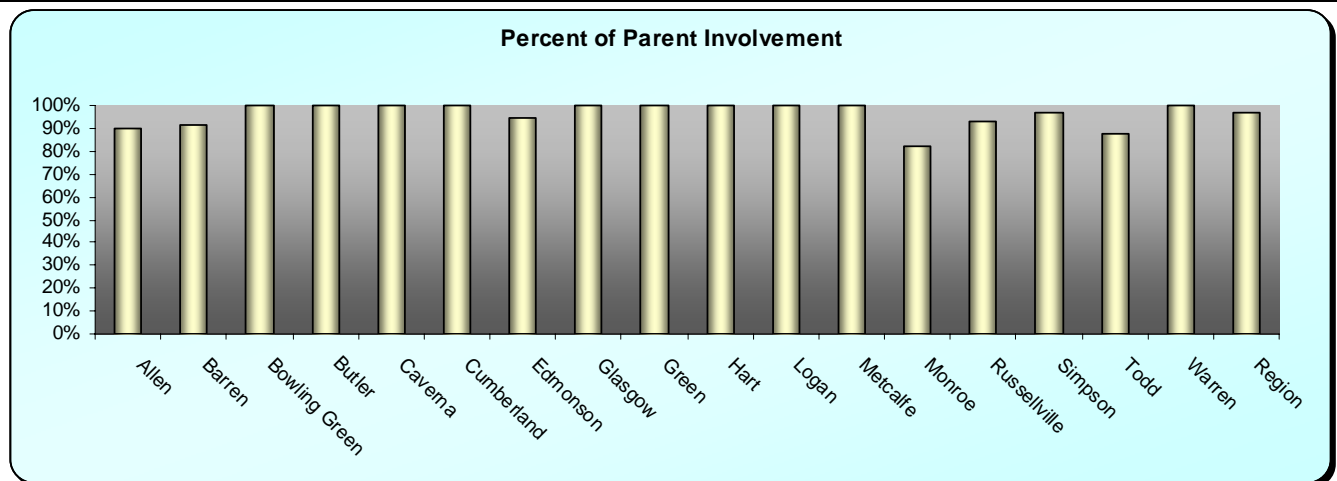
Indicator E	(SPP 8, p.89) Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
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(No baseline data for 2004-05)

Performance Data

Year	State Data	State Target	Regional Data	Regional Target
04-05				
05-06				
06-07				
07-08				
08-09				
09-10				
10-11				

Additional Data and/or Explanations:



Parent involvement has been and continues to be a strength area for districts in this region. Districts report high levels of involvement by parents in ARC meetings. In addition most districts offer multiple opportunities for parents to receive information about special education and their child's performance. Regionally, there have been several workshops offered for parents. And, the coop has sponsored a regional Parent Support Network in an effort to train parents to offer support to other parents in their districts. Some parents, however, report a need for more understanding of their child's disability and special education policy and procedure.

Strategies/Activities	Responsible Person(s)	Timelines
<p>Administrative Support</p> <ol style="list-style-type: none"> 1. Provide Directors of Special Education with data on numbers of parents attending regional training opportunities. 2. Continue to investigate root causes for rates of parent involvement in the region. <p>Professional Development/Technical Assistance</p> <ol style="list-style-type: none"> 3. Provide parent trainings opportunities on subjects such as: <ul style="list-style-type: none"> • Autism • Transition • Life Building <p>Networking/Collaborating</p> <ol style="list-style-type: none"> 4. Provide support for Parent Support Groups. 	<p>Pam Coe</p> <p>Pam Coe</p> <p>Pam Coe Deb Myers LeAnn Marksberry</p> <p>Pam Coe Betsy Flener Paula Borland LeAnn Marksberry</p>	<p>Ongoing</p> <p>9/06</p> <p>Ongoing</p> <p>Ongoing</p>
Report of Progress		

Special Education Cooperative Action Component

Indicator F	<p>(SPP 9, p. 91) Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>(SPP 10, p.95) Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>
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(No baseline data for 2004-05)

Performance Data				
Year	State Data	State Target	Regional Data	Regional Target
04-05				
05-06		0%		
06-07		0%		
07-08		0%		
08-09		0%		
09-10		0%		
10-11		0%		
Additional Data and/or Explanations: <p>Most of the Caveland districts have very low percentages of minority students so statistical analysis of disproportionality at a district level is inappropriate. However, adding those figures together to analyze disproportionality on a regional basis will have more validity. The cooperative sponsors a regional School Psychologists group who will beign looking at disproportionality data and will continue work in investigating cultural bias in evaluation tools and eligibility practices.</p>				
Strategies/Activities			Responsible Person(s)	Timelines
Administrative Support				
1. Analyze data from district monitoring profiles on a regional basis rather than district by district to see if there are instances of regional disproportionality.			Pam Coe Deb Myers	7/06
2. Keep districts informed about state level initiatives and directives regarding disproportionality.			Pam Coe	Ongoing
3. Continue to investigate root causes for regional disproportionality data.			Pam Coe	3/07
Professional Development/Technical Assistance				
4. Provide training for school psychologists in interpreting data from district monitoring profiles and insuring bias-free identification and placement decision-making			Deb Myers	12/06
Networking/Collaborating				
5. Collaborate with KDE to develop and disseminate best practices information for districts regarding insuring cultural bias-free eligibility and placement decisions			Pam Coe	Ongoing
Report of Progress				

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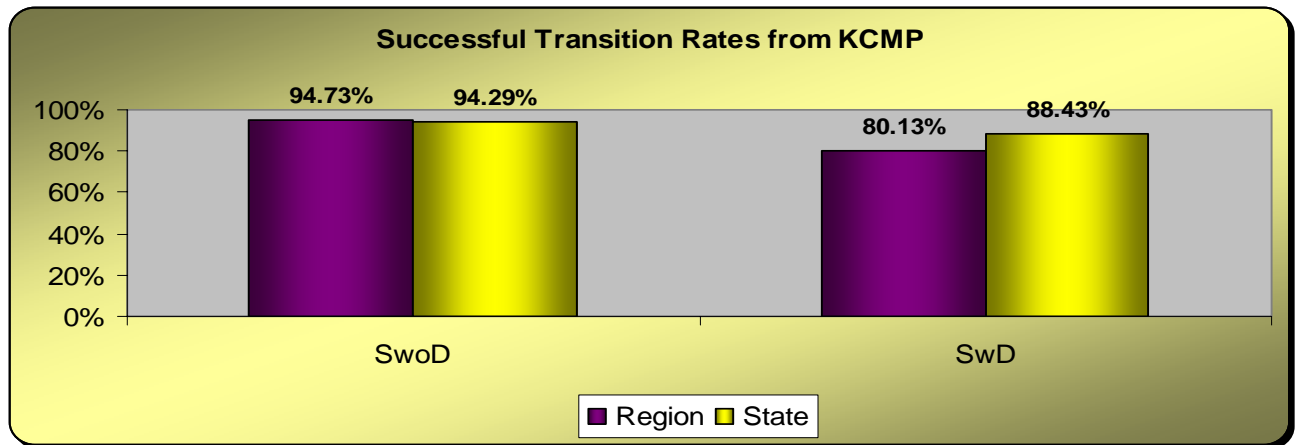
Special Education Cooperative Action Component

Indicator G	(SPP 14, p. 114) Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
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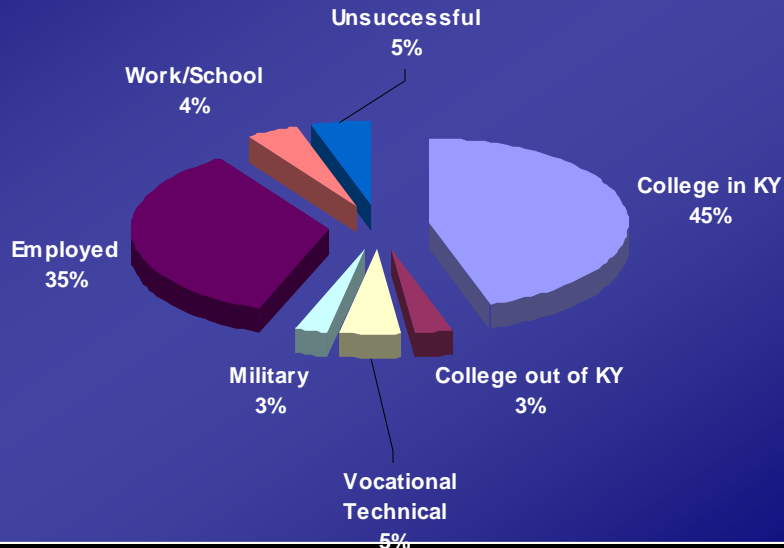
Performance Data

Year	State Data	State Target	Regional Data	Regional Target
04-05	New indicator p. 118 (Include state Successful Transition Rates from KCMP)		Successful Transition Rates (from KCMP) Students without Disabilities _____% Students with Disabilities _____%	
05-06		0%		
06-07		0%		
07-08		0%		
08-09		0%		
09-10		0%		
10-11		0%		

Additional Data and/or Explanations:



Transition Survey Results for All Students in Caveland Region



Fourteen of 17 districts have successful transition rates that are lower for students with disabilities than for their non-disabled peers. While the region has seen substantial improvement in transition planning and compliance with recordkeeping related to transition, there continues to be a need to improve the quality of transition work. In addition, many of the districts in our region are very small, rural districts that have few opportunities for employment for disabled individuals. There is a need to continue to identify those opportunities that do exist and to identify appropriate plans in communities where resources are few.

Strategies/Activities	Responsible Person(s)	Timelines
Administrative Support		
1. Gather data about how Community Based Work Transition Programs impact successful transition rates.	LeAnn Marksberry Pam Coe	1/07
2. Study high performing districts to identify commonalities.	LeAnn Marksberry	4/07
3. Continue to investigate root causes for successful transition rates in the region.	Pam Coe	1/07
Professional Development/Technical Assistance		
4. Provide training and technical assistance for teachers in utilization of TEACCH methodology.	Deb Myers	Ongoing
5. Provide training and technical assistance for utilization of Social Stories.	Deb Myers	Ongoing
6. Support and sponsor annual Job & Transition Fair	All	2/07

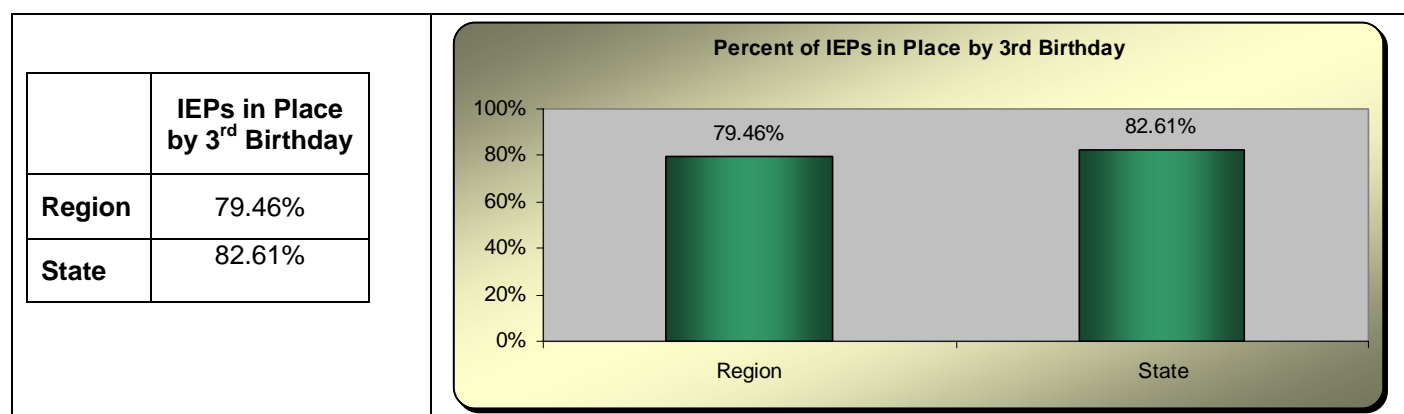
<p>7. Provide transition training including:</p> <ul style="list-style-type: none"> • ILP training for General and Special Education teachers and administrators. • Person-centered planning • Lifebuilding <p>Networking/Collaborating</p>	LeAnn Marksberry	Ongoing
8. Develop district transition teams in districts whose successful transition rates are lowest for students with disabilities	LeAnn Marksberry	Ongoing
9. Facilitate and support the Regional Interagency Transition Team	LeAnn Marksberry	Ongoing
10. Network with college and university disability coordinators through Kentucky Ahead	LeAnn Marksberry	Ongoing
11. Continue to schedule adult service providers to speak at the School Psychologists group.	Deb Myers	Ongoing
12. Participate in the Youth Alliance	LeAnn Marksberry	Ongoing
Report of Progress		

Special Education Cooperative Action Component

Indicator H	Districts will maintain compliance with federal and state regulations
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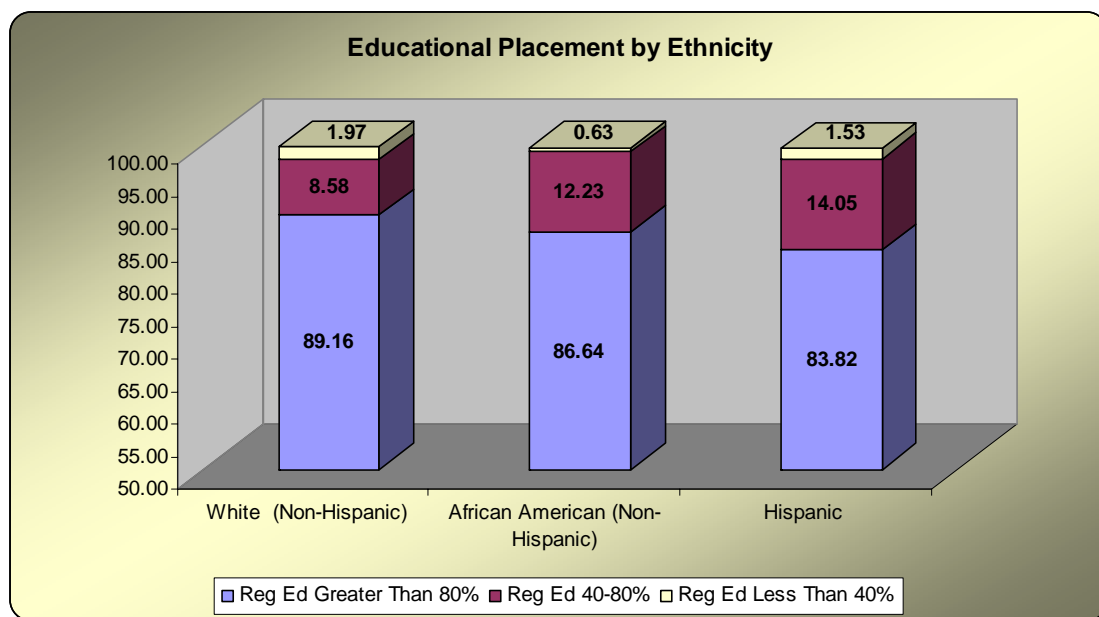
Performance Data: Record Reviews, KCMP data

- Evaluation timelines (*No baseline data for 2004-05*)
- Youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. (*No baseline data for 2004-05*)
- Placement by 3rd birthday (*Data from KCMP*)



- Least Restrictive Environment (*from 618 data*)

	80% or >	40-80%	<40%	Pub Day	Priv Day	Pub Res	Priv Res	Home
Region	62.45%	25.35%	11.40%	0.41%	0.05%	0.00%	0.02%	0.32%
State	64.33%	22.39%	11.09%	0.77%	0.08%	0.42%	0.12%	0.81%

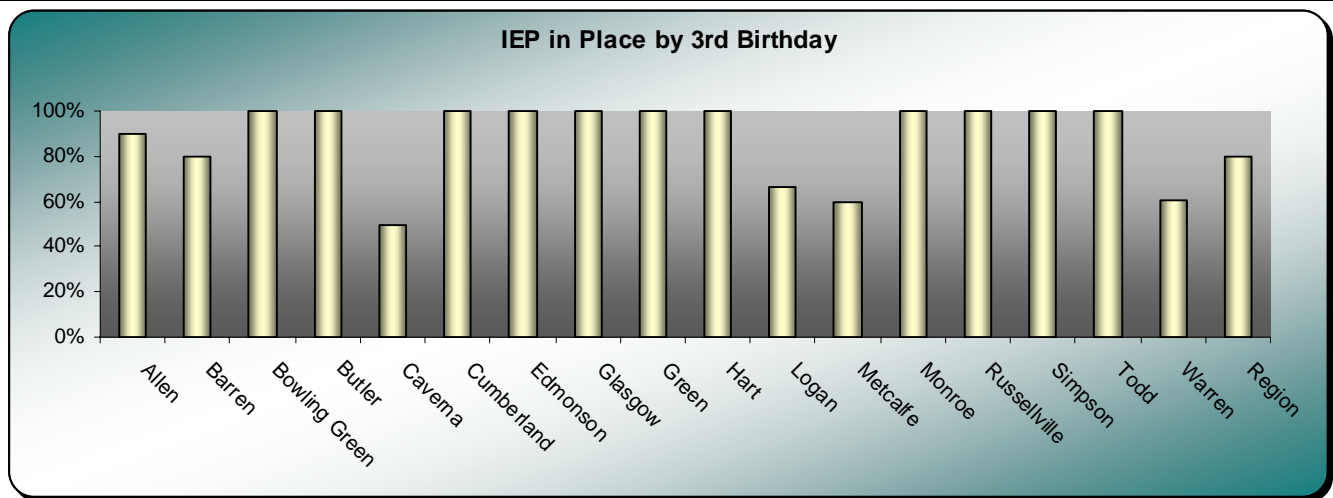


- Complaints, mediations, due process hearings

Are children with disabilities (including preschoolers) educated with non-disabled peers to the maximum extent appropriate?

3 Complaints with CAP
1 Mediations
1 Due Process Hearings

Additional Data and/or Explanations:



Evaluation Timelines

There is no baseline data for determining whether timelines are being met in the region for evaluation. Caveland provides psychoeducational evaluations for districts when an independent evaluation is needed. Data will be collected regarding timelines for evaluations done by the cooperative.

Postsecondary Goals

There is no baseline data regarding postsecondary goals. Districts will be advised of their requirements regarding postsecondary goals.

Placement by 3rd Birthday

In general, transition between Part C and Part B is a strength area for this region. Efforts have been made to work closely with Part C providers to effect a smooth transition. The Cooperative supports the Regional Training Center and District Early Intervention Committee in the development and revision of the transition agreement for Part C to B. Most districts that report lower percentages of IEPs in place by the 3rd birthday have low numbers of students (i.e., 3 students with 1 IEP not in place yields a rate of 66%). For those few students who did not have an IEP in place by the 3rd birthday, the most common reason is that the parent refused services and declined attending the conference. In some cases, the district did not receive timely notice from the Part C provider.

Least Restrictive Environment

Rates of inclusion in the general education environment are close to those of the state as a whole. Currently efforts are concentrated on making inclusionary settings more meaningful for disabled students by improving skills of teachers in using collaboration strategies. This continues to be a major area of focus for the cooperative (see Indicator C).

Complaints, Mediations, Due Process Hearings

One district had a complaint, mediation and due process hearing. Two other districts had one complaint each.

Strategies/Activities	Responsible Person(s)	Timelines
<p>Administrative Support</p> <ol style="list-style-type: none"> 1. Provide directors with materials for ARC Chairperson training 2. Conduct psychoeducational evaluations for districts when an independent evaluation is needed. 3. Continue to investigate root causes of compliance issues in the region. <p>Professional Development/Technical Assistance</p> <ol style="list-style-type: none"> 4. Provide training and technical assistance for the following: <ul style="list-style-type: none"> • ARC Chairperson training • Comprehensive record review process. • IEP development • Issues related to eligibility decisions • Writing postsecondary goal statements. <p>Networking/Collaborating</p> <ol style="list-style-type: none"> 5. Facilitate school and agency linkages on a regional basis 6. Participate in meetings regarding interagency collaboration for preschool transition. 7. Participate in state Due Process workgroup 8. Participate in state IEP Workgroup 9. Facilitate communication between parents and district personnel in conflict situations. 	<p>Liz Brewer</p> <p>All</p> <p>Pam Coe</p> <p>Liz Brewer Shea Rogers Deb Myers LeAnn Marksberry Betsy Flener</p> <p>Deb Myers</p> <p>Deb Myers</p> <p>Liz Brewer</p> <p>Shea Rogers</p> <p>All</p>	<p>8/06</p> <p>Ongoing</p> <p>11/06</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Report of Progress		